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ABSTRACT

This monograph focuses on children who must move to a new school and new surroundings because their family, for whatever reason, is relocating. It notes that the impact of mobility on families has practical implications for public schools and that schools with a large number of mobile students have a responsibility to establish structured programs to assist these students. Section I of the monograph examines factors affecting the impact of a move, including reasons for the move (divorce, military orders, corporate transfers, migrant family seasonal work); family social status; the child's intellectual abilities; the age of the child; the quality of the parent-child relationship; and the frequency of moves. Section II look at the stress involved in moving and the possibility of depression associated with a move. The physical, emotional, and behavioral manifestations of stress are listed. Section III gives suggestions for what parents can do to ease the stress of moving for their children. Section IV looks at what schools can do to help children who are new to the school and to help children who are leaving the school. Section V provides a review of programs for relocating students that have been implemented in schools. The monograph concludes with a brief summary, followed by a list of 57 references. Activities for students, resources, and sample forms are appended. (NB)

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Kids On The Move

Meeting Their Needs

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"I Have Friends To Discover,

And a Great Many Things To Understand."

Antoine de St. Exupery, The Little Prince

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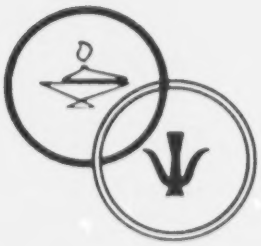

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ON THE MOVE

CHILDREN IN TRANSITION

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ON THE MOVE

CHILDREN IN TRANSITION

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Introduction

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INTRODUCTION

Childhood is a time of constant change. This monograph focuses upon children who must adapt to the mobile life style of their parents while also living with the physical, intellectual, emotional, and social changes that are part of their growing years. Moving is a fact of life for many children. One in five families across the United States moved to a new home in 1988. Children of all economic backgrounds are on the move: children of immigrants, migrant workers, executives, laborers, military personnel, children living at or below the poverty level, homeless families, and children of divorce all face common challenges. Much can be said for the challenge and opportunity that comes from a mobile lifestyle. Children with social, athletic, intellectual and economic strengths seem to thrive in new settings. However, mobility evokes a price from any child during and following a move.

As the subject of mobility is examined, it is important to keep in mind two facts. The first is that the impact of mobility on families has practical implications for a number of institutions such as the military, corporate America, the moving industry, and public schools. The second is that those most likely to be adversely affected by relocation are those who have the least resources to cope with change - the poor and the least educated. Schools with a large number of mobile students have a responsibility to establish structured programs to assist these students.

Two institutions, the family and public schools, have the opportunity to make a difference in the lives of these children. It is essential that parents, teachers, and support staff be prepared to assist these children to capitalize on the positive opportunities involved in changing locations and to avoid the pitfalls inherent in relocation.

Factors Affecting the Impact of a Move

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FACTORS AFFECTING THE IMPACT OF A MOVE

Many factors determine how children will experience a move. Generally, children view any major move with apprehension and are reluctant to leave the familiar and embark toward the unknown. Children often view the decision to move as arbitrary and beyond their control (Beem & Prah, 1984). At the same time, most children experience some excitement about the new adventures which lie ahead (Lehr & Hendrickson, 1968). Whatever the reasons for a family's move, children face numerous stressful changes at once. Some are minor; others are not. Some are constant irritations which impact significantly since their effect is cumulative. The child may change houses, schools, communities, climate, even languages, all at once. These demands are in addition to the changes which accompany growth and developmental maturation. Fortunate children grow through the adaptation; some children flounder and become entwined in the frustrations.

The following factors impact strongly upon a child's adjustment to a move: (a) reason for a move, such as divorce, military orders, corporate transfers, and migrant family's seasonal work; (b) family social status; (c) child's intellectual abilities; (d) age of the child; (e) quality of the parent-child relationship; and (f) frequency of moves.

Reason for the Relocation

Divorce. Children experience their parents' divorce as a stressful event. Divorce affects approximately 20% of children under the age of 18. Following a divorce, children who visit between two homes must maintain two sets of friends, two different support systems, two daily routines, and two sets of expectations. This emotional juggling of commitments and people can be confusing. Hodges (1986) noted that parents' continued conflict before, during, and after a divorce; parental stress; parents' inability to offer emotional support to their children due to their preoccupation with their own problems; and financial hardships are all factors contributing to the stressful impact of divorce on children. Wallerstein and Kelly (1980) found that two thirds of the children in her study have moved three or more times during the first 3 years following a divorce. Most of the moves resulted in academic hardship and many children reported increased anxiety with each move. Children of divorce who move not only lose familiar surroundings, friends, school, and home; they also face the breakup of their family, the loss of a parent, and often a lower socioeconomic status. In some families, a move is less disruptive and viewed more positively if it follows the remarriage of the custodial parent.

Hodges (1986) notes that there is evidence of broad effects of divorce on child development. Young children are likely to demonstrate aggression and other acting out behavior. Teenagers may show more withdrawal and depression. At the same time, children of divorce may demonstrate a wide variety of strengths as function of

divorce. For example, "If the child is able to cope adequately with the stress of marital disruption and separation, the child may learn to be independent and more mature" (p. 37). Generally, children's reactions to divorce depend on their cognitive maturation and ability to conceptualize the events in their live.

Children of Military Families

Figures released in 1990 (Defense) reveal there are 1,599,473 military child dependents. Khleif (!978) found that on the average elementary school children from military families change schools 4 times during their elementary years. Orthner's 1980 study of Air Force teenagers noted that these youngsters moved every 2.9 years. Two areas need to be considered: (a) academic achievement and (b) social - emotional adjustment.

Academic. Research indicates (Cramer & Doresy, 1970; Medway & Marchant, 1987; Orthner, Giddings, & Quinn, 1987) that academically, military children are not negatively affected by relocation. Medway's et al. (1987) findings suggest that children who move from base to base are not affected negatively due to the similarities in curriculum for schools on military bases; a sense of community; a large number of other families away from their own extended families who move at the same time; and recreational facilities which offer opportunities for social contacts. Orthner et al. (1987) notes Air Force youngsters think of themselves as 'A' and 'B' students compared to their civilian counterparts who see themselves as 'B' and 'C' students. Girls from Air Force families maintain high academic standards through adolescence. Off base military students perceive themselves as better students than on base students. Orthner et al. (1987) also found a close association between a student's self esteem, personal stress and academic achievement in Air Force families.

Social-Emotional. Khleif's (1978) study found that 6th graders perceived leaving a school and entering a new school as uncomfortable. Orthner's et al. (1987) study suggests that Air Force teenagers who have moved in the past 3 years reported more difficulty leaving their friends than did civilian youth. They also reported more difficulty making new friends in the new community. Females in both military and civilian groups had more difficulty than males. Orthner et al. (1987) noted that, "Relocation is the most significant adjustment adolescents routinely make" (p. 28). Youngsters who make friends easily feel less alienated from others. Alienation is associated with a low self esteem. Twenty percent of males from Air Force families and 21% from civilian families rated their self esteem as low. Forty-one percent of females from Air Force families and 32% from civilian families expressed low self esteem. Orthner's et al. (1987) study suggests that males from Air Force families "are the most psychologically healthy group" (p. 28). Females from Air Force families had significantly more emotional difficulties than either their male counterparts or youngsters from civilian families.

Children of Corporate Families

Children of corporate families often have a financial cushion which helps them to take advantage of the new opportunities which they encounter. However, even these children need to reestablish their credentials in areas of recognized accomplishments such as athletics, academics, and music. Although the "loss of credentials" following a move may evoke anxiety, anger, and depression, successful passage of this time of disruption in the youngster's live prepares the child for future life crises and changes. Corporate families who return from overseas must readjust to climate, language, customs, and in some cases loss of economic status. To some degree, these families experience "reverse culture shock" and may lack basic knowledge that a typical American student acquires by simply living in this country. While such children are more sophisticated, they are often "behind times" and are naive about movies, sports, music, and other trends that are currently important to young people (Seidenberg, 1980).

Children of Migrant Families

Public Law 93-380 provides the following definition: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past school year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or related food processing activities" (cited in King-Stoops,1980, p. 18). Migratory children face challenges and stresses unique to their nomadic way of life. Migrant children on the average change schools three times per year. They start school in the North, return to California or the South after the harvest, and then return North in the spring. These children need 3 years to acquire the skills that nonmigrant children achieve in one grade. Migrant children complete on the average 7.7 years of education, while the average for the general population is 12.5 years. The dropout rate for migrant children is about 50% (King-Stoops, 1980). The lack of vocational preparation, poor basic academic skills, and limited contact with the communities in which they work force these children to continue with their parents' lifestyle and work in the fields. Studies have shown that migrant children look forward to attending school in the lower grades. As they grow older, they become aware of conflicting values between home and school, of their poverty, and of their cultural differences. Migrant families come from diverse backgrounds. They are not only culturally different, but they often speak a different language. Some migrant families maintain a home to which they return. Others live a totally nomadic life. The most vulnerable of this population are the illegal migrant families, referred to by government agencies as "undocumented workers." Their fear of deportation prevents them from seeking assistance from government agencies and leaves them open to become victims of crime and exploitation.

King-Stoops (1980) found the following:

> Migrant students frequently find themselves in one traumatic situation after another. Not only do they lack friends, but they lack possessions, status, a sense of belonging and a sense of pride. Their self confidence is shaken daily and with each passing year, they show an increasing lack of trust in the school, community, and the larger society. (p. 21)

Although they might return to the same community year after year, they are not integrated into the community and are increasingly isolated from their classmates as years advance. They have difficulty participating in school events since they are unable to invite friends into their home or cannot date due to lack of money and transportation. In addition, there is increased family pressure to join the work force and help the family financially. Although these youngsters pass from state to state, they acquire little knowledge of the places they pass through since most of the travel is done at night.

Socioeconomic Status

How a move is experienced by a child is affected by his or her socioeconomic background. Bright children from upwardly mobile families who approach change positively may actually be placed at an advantage academically (Lacey & Blanc, 1979). These children are often encouraged to explore their new surroundings and have the financial resources to take advantage of available community resources. Morris, Pestane, and Nelson (1967) conclude that these youngsters develop flexible thinking skills and approach problems from a broader perspective. . . .

> [T]he upwardly mobile family, having itself learned or acquired the necessary functional value system, will transmit it to its children. The children then would have fewer problems in adapting to a new social and educational milieu than those families which maintain their horizontal position in society. Families which are downwardly mobile may rear children who are less well equipped to deal with the pressures of new and demanding situations. In addition, in upwardly mobile families where parents achieve change with minimum stress, children find change and challenge a facilitator of academic achievement" (p. 79).

Disadvantaged youth, however, often experience a decline in academic performance after a move. Stress is cumulative; children from economically deprived homes experience the tensions and sense of disequilibrium caused by moving in addition to the daily hardships associated with poverty.

It has been shown that schools in poor neighborhoods with a high percentage of single-parent families experience stress as an institution. As Perry (1982) has noted, "so a child in a single-parent family in such a community has not only lost the broader protection of the two-parent family, but has possibly lost aspects of a protective school structure" (Perry, 1982, p. 76, cited in Copeland, 1987). These schools may not be able to recruit staff due to difficult teaching conditions. Moreover, they may have less parent involvement, limited instructional aids such as computers, reduced course offerings, restricted extracurricular activities, and, in some poor inner city neighborhoods, increased school violence. Wooster and Harris (1972) noted that most mobile children have less developed social skills than nonmobile youngsters of the same intellectual ability and socioeconomic level.

Intellectual Abilities and Academic Performance

The best predictor of the impact of a move upon a child's school functioning is prior academic performance. Children who experience social and academic difficulties prior to a move continue to experience those same difficulties, and their problems are often enhanced by the move. However, mobile and capable students who possess flexible thinking skills achieve at higher academic levels than their nonmobile youths of similar abilities (Whalen and Fried, 1973). Bright children are challenged by new tasks. Some view the bright student's high academic performance as the result of limited social interactions due to the loss of the peer groups. In contrast, the academic achievement of low functioning students is affected negatively by instructional and social disruptions. In addition to the loss of a social network, students may need to adjust to new reading and math series, new delivery of support services, new teaching methods, new teacher expectations, and in some cases different special education identification process and services.

Age of the Child

How children experience a move depends upon their age-appropriate coping skills and mastery of developmental tasks. Seidenberg (1980) concludes that a move between the ages of 3 - 5 and 14 - 16 is more likely to contribute to stress because ". . . 3 - 5 - year olds have internal troubles; the 14 - 16 - year olds suffer largely from social frustrations" (p. 49). However, even during these ages, a move might be beneficial in some circumstances. For example, a youngster who is socially isolated or bullied might profit from a new start.

There is disagreement as to the most difficult age for a child to adjust to a new home and community. Children aged 5 or 6 are vulnerable since they have recently transferred their strong attachment from family to friends. Junior high school students experience difficulties because of the importance of the peer group for children of that age. Many families attempt to delay a move if their children are in their last two years of high school.

Studies outline the perceptions and emotions experienced by children of different ages. Infants from 8 to 12 months are apprehensive of strangers (Seidenberg, 1980; Nida, 1985). A move brings them in contact with unfamiliar people and surroundings. Toddlers worry that they are going to be left behind, especially if a pet has had to be given away. A toddler might blame himself for the confusion of a move because of his egocentric outlook and his view of the world as revolving around him and his needs. Two year olds do not like changes of any sort. They need the world to remain constant. While 4 - 5- year olds are able to express themselves with more facility, they are less skilled at comprehending others. School-aged children's self respect is directly related to their social and academic functioning. These youngsters worry about their academic success, safety in the new school, and how they will be received socially. School-aged children describe everyday hassles as very stressful. Elementary school boys have a harder time than girls in leaving their old neighborhood. This trend is reversed during adolescence when girls express more concern at losing their peers.

Adolescence is a period of rapid physical and emotional changes accompanied by a continuous need to adjust emotionally, physically, and intellectually. The additional challenge of facing and assimilating changes brought on by a move might result in a high degree of cumulative stress which in turn hinders the adolescents' ability to master the important age-appropriate developmental task of establishing their independence. Teenagers are faced with constant peer pressure to conform to group norms and must establish their place socially, to a large extent, independent of their families. Stanton (1987) views a move as more difficult as children grow older because they lose an established social network. Teenagers report that the most difficult part of moving is leaving old friends and making new ones (Brett, 1982). A recent study reports the period immediatley following a move is the most stressful for the child, as they have left their old friends and have not yet established new friendships in their new location (Brown & Orthner, 1990). This same study found younger adolescents adapt more easily than older adolescents suggesting the task of establishing new friendships becomes increasingly more difficult as the children get older. Thirty-one percent of those above the age of 10 reported having difficulty forming friendships compared to only 10% of children between the ages of 6 and 10 (Orthner, Giddings, & Quinn, 1987). The stress of the move, the loss of friends, and the need to be accepted by peers leave teenagers vulnerable to negative peer influence, drug and alcohol abuse, delinquency, and dropping out of school.

A study of military and civilian teenagers reports (Orthner, et al., 1987) that adolescents who had difficulty leaving their friends exhibited a higher level of stress than those who reported little difficulty. Teenage girls had an especially hard time adjusting to a new peer group. Youngsters who were slow to make new friends reported feelings of loneliness, depression, and alienation. Those who made new friends easily felt less alienated. A positive result of frequent moves was the adolescents' attachment to their families. Teenagers who moved frequently maintained closer ties to their families and viewed their homes and friends as temporary (Kohen, 1984).

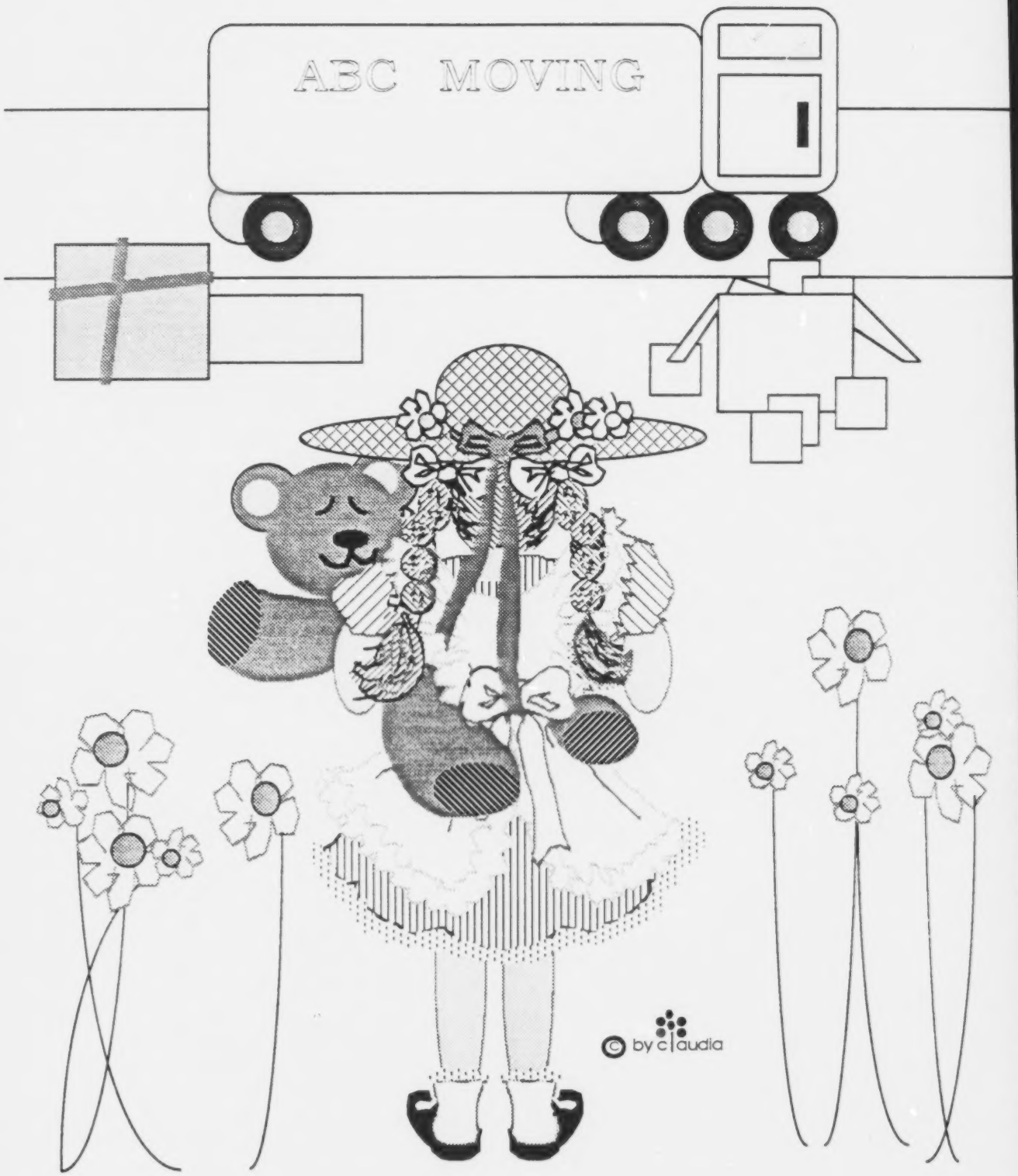
Quality of Child-Parent Relationship

Supportive parents are important for all children. However, for children who move to another home even once, the element of quality parenting is paramount since relocation takes youngsters away from other familiar support groups. Orthner et al. (1987) suggests that the greater the amount of time parents spend with their children, the stronger the family relationship and the more likely teenagers are to turn to their parents rather than to other, possibly negative, support groups. Orthner et al. also indicates that children who have close relationships with their mothers are more likely also to turn to their fathers and confide in them for help in dealing with personal crises. Strengthening any single relationship in a family tends to strengthen the entire family structure. It follows, then, that when the parents' marital relationship is stable and trusting, the support system for their children has a wider base. Couples with strong marriages generally relocate stronger children than those who have unresolved difficulties.

Frequency of Moves

Children who move frequently without "rest" periods and those who move for the first time encounter more hardships than children who face a moderate number of moves. Frequent moves do not reduce the stress associated with relocation. Actually, youngsters that have short intervals between moves are less able to handle change because the smaller size of their social network tends to inhibit their skills in reaching out to others (Orthner et al. 1987). In a more recent study Brown and Orthner (1990) reported consistently low scores on personsal well-being measures by early adolescents who experienced the highest levels of moving frequency

Moving Stress and Depression



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STRESS AND DEPRESSION

There is consensus that those times prior to, during and after a move are stressful. Children need as few as 6 or as many as 18 months to regain a sense of equilibrium, security, and control (Nida, 1985). Nida addresses the numerous losses experienced by children on the move. They include loss of familiar neighborhoods, familiar schools, and friends. The experience of loss evokes predictable feelings: shock, denial, confusion, anger, and sadness. When these emotions become overwhelming, fear and panic frequently set in. In order to protect themselves from these feelings, families tend to isolate themselves which in turn results in poor communication. This very isolation puts further stress on the family which has already left behind its support systems. At the time when children need encouragement, many parents are often least capable of offering support.

Prolonged periods of stress take their physical, emotional, and behavioral toll. Nida (1985) outlines the physical and emotional manifestations of stress below.

Physical Indicators

a. general run-down feeling
b. frequent colds and flu
c. aches and pains
d. weight gain or loss
e. sleep interruptions

Emotional Indicators

a. impatience
b. over-reaction to small irritants
c. forgetfulness
d. difficulty in concentrating or planning
e. withdrawal and isolation

Conrad (1987) lists the following behavioral indicators of stress:

Behavioral Indicators

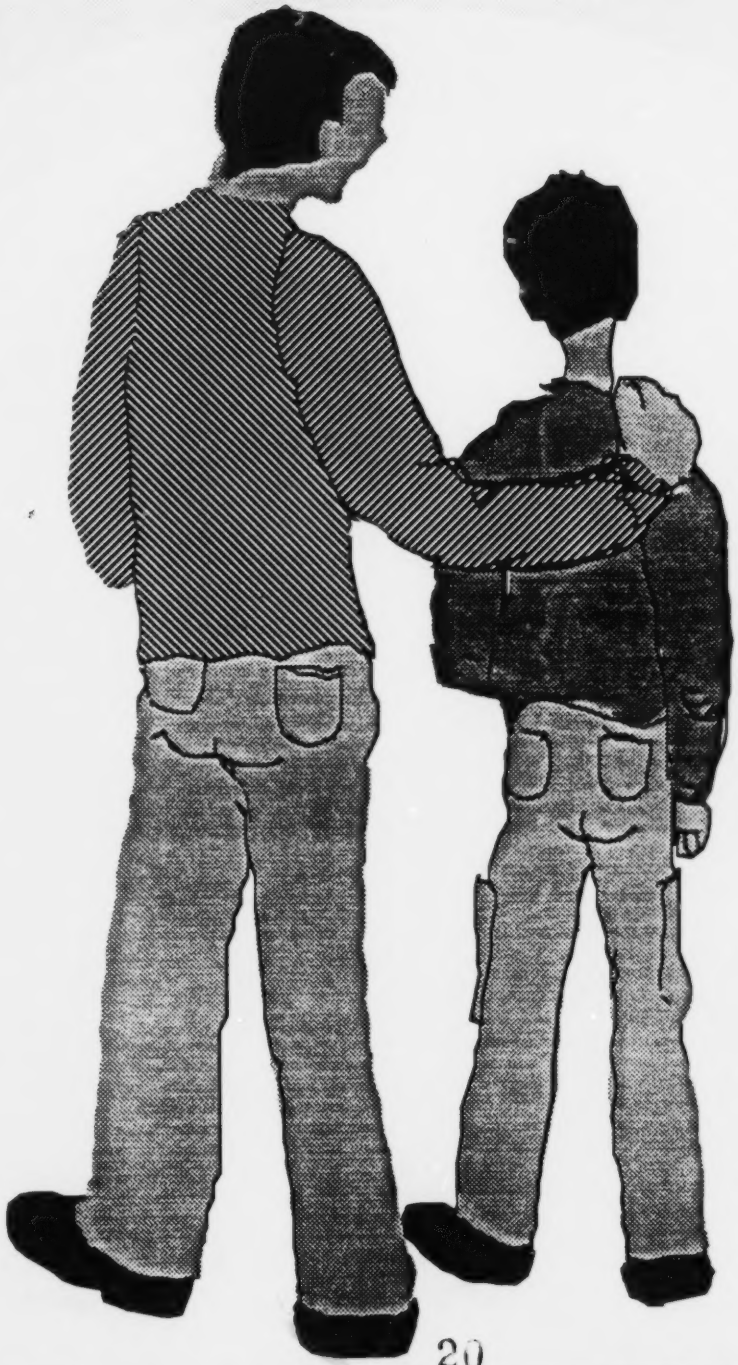
a. regression to younger behavior, such as bed-wetting or thumb sucking
b. academic difficulties
c. aggressiveness
d. temper tantrums
e. substance abuse
f. daydreaming
g. excessive fears

h. self-isolation/refusal to participate in activities outside the home
i. destructive or oppositional behavior
j. poor planning which might lead to confusion or accidents
k. poor communication which further isolates the child resulting in misunderstandings which in turn leads to anger

Studies demonstrate links between stress and depression in teenagers (Orthner, Giddings, & Quinn, 1987). Major predictors of stress and depression are recent moves, dating problems, loss of a job, break-up of a relationship, problems with parents, academic difficulties, and substance abuse. High ratings on stress scales are associated with high levels of depression, alienation, and low sense of self worth. Low self-esteem and depression are significant in youngsters who face the high stress indicators. Depression, particularly among girls, is more prevalent among adolescents who are new to communities. However, depression subsides as time passes and academically successful students deal with these periods more competently (Orthner, at al. 1987).

Stress is part of life. Positive events such as birthdays, vacations, and winning a competition can be perceived as stressful as well as to negative events such as divorce. How children cope with stress is determined by their genetic make up, age, cognitive skills, available support systems, and the coping skills they learned from parents, peers and teachers (Copeland, 1987). Brenner (1984) views coping patterns in two broad categories: (a) Avoidance - helpful in the short term, (b) Adaptation - helpful in the long term. Avoidance patterns include the following: denial, recognition, withdrawal and impulsive acting out. Adaptations which require dealing with stressors are removal of at least one stressor, since stress is cumulative; teaching new coping strategies; and transfer of coping strategies to new life situations. Orthner notes that adolescents rely on personal coping strategies (believing in their own power to solve problems), interpersonal support systems (family, friends), and professional resources (counselors, psychologists, clergy, doctors). Older adolescents who face the developmental task of establishing their independence from parents are less likely to seek professional assistance. In time of need, these youngsters are most likely to rely on peers for support.

What Parents Can Do



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WHAT PARENTS CAN DO

Many parents have little or no control over the moves which their families make. Military families receive orders, corporate families receive instructions, migrant families follow the harvest, divorced families do the best they can. However, even parents with limited resources can assist their children in adapting to change and can strengthen their children through change. To emerge from the turmoil of a move at a higher level of family functioning, parents can do the following:

1. Discuss with the children the plan to move as soon as the decision to move has been made (Blair, Marchant, & Medway, 1984).

2. Realize that a move is stressful for every member of the family.

3. Each member of the family has to provide understanding and support to other family members.

4. Keep lines of communication open.

5. Try to maintain, as best they can, daily routine, eat balanced meals, and take time out for rest and exercise.

6. Assist children in seeking information about the new location by writing to the Chamber of Commerce and to the school system.

7. Allow children to make some decisions about what to take along to give them a sense of control over their lives.

8. Request that moving companies load the children's possessions last in order that they might be the first removed from the shipment to provide an immediate, familiar environment.

9. Teach children their routes to school, their new addresses, and their phone numbers.

10. Teach children about possible climatic differences which might affect such things as their dress and their exercise habits.

11. Walk about new neighborhoods to familiarize a child with his new surroundings, including potential danger in those surroundings.

12. Make the new bedroom in a new home for a child as similar to the old surroundings as possible, and allow children some decisions in the decoration of new bedrooms.

13. Familiarize themselves with the developmental needs of children at different ages and the way in which children can handle a move in age-appropriate ways. Nida (1985) provides the following examples:

    a. Parents can spend time with infants to make sure that they associate themselves as being with their parents no matter what the surroundings.

    b. Parents can reassure toddlers that they will not be left behind and are indeed moving with the family.

    c. Parents can frame questions for 2-year olds in such a way that they might involve choice rather than requiring a "yes" or "no" response.

    d. Parents can explain things a number of times to preschoolers in order that children of this age might integrate the reality of their family's move with their increased verbal powers.

    e. Parents can take along "security" items such as a blanket or a favorite toy.

Parents of school-aged children might also consider the following in easing their children's relocation:

1. Whenever possible, discuss the initial class placement with their children's new classroom teacher.

2. Request the school staff that their children be observed during unstructured times such as lunch and recess when newcomers are most likely to feel left out.

3. Make new schools aware of any potential health problems.

4. Supply friends at the "old" school with the new address in order that the children might receive letters and cards shortly after their arrival at the new home (Banks, 1980).

5. Supply children with addresses of friends from former school in order that they might write to them.

6. Allow children to assist in any decisions in the event that a pet has to be given away. They might elect to instruct the new pet owner on how to care for the animal (Banks & Evans, 1980).

7. Encourage children to assist in packing household goods if they wish to do so (Banks & Evans, 1980).

8. Make sure that there are games, familiar toys, and other entertainment for the trip to the new home (Banks & Evans, 1980).

9. Introduce children to their new neighbors.

10. As soon as possible, establish a social network in the new community and become involved with community activities and organizations.

11. Recognize that children adjust and make new friends at their own pace.

12. Remember that a family should have fun together as a family in whatever setting a family finds itself (Nida, 1985).

13. Spend time together in family activities, such as "exploring" the new environment.

14. Be available for talking with the children. Parents who encourage their children to discuss the things that occur in their lives facilitate their growth and development in every area. Expressing their feelings would increase their sense of control. Parents also need to remember that their children who have just moved might not be able to express their feelings.

15. Repeat directions to the children during and shortly after a move to ensure that instructions are understood.

16. Help children understand that friends in the old school are also experiencing a loss.

17. Make sure, whenever possible, that children dress appropriately in accordance with the norms of their new school. Teenagers especially need to avoid extreme styles of dress which may alienate them from their new peer group.

18. Parents need to ensure each family member's need for privacy.

19. Parents who are cognizant that any change for a family is stressful can help themselves and their children by seeking positive aspects of new experiences and surroundings.

Parents also need to maintain flexible time schedules and learn to relax. Parents also need to teach their children to assert themselves in a nonaggressive manner, express strong feelings without anger, stand up for themselves, learn how

to say no, handle teasing, and avoid being bullied (Conrad, 1987). Parents need to let their children know that it is all right to relax, to daydream, and to enjoy sharing the simple pleasures of life. For example, parents may teach children to appreciate the fact that the grass and the birds are different in different towns. Above all, parents should keep in mind that a child needs a strong family with parents who support and care for each other. Children feel secure in a structured, but flexible home environment with clear values and expectations. Parents need to be aware of their children's progress following a move.

School age children who continue to experience academic or social difficulties after 6 months may need professional intervention, which could be obtained by contacting the local mental health center, school counselor, school psychologist, or private therapists. As Felner has noted, temporary decline in grades or feelings of social isolation shortly after relocation should be monitored by parents but should not be a cause of concern (cited in Kutner, 1988).

WHAT PARENTS CAN DO?
CHILDREN OF DIVORCE

Parents' need to be aware of the impact of divorce on children. Moreover, to alleviate stress and reduce maladaptive behavior, parents can do the following:

1. Provide children with information such as: where will the parent wholeft live? Frequency of visits, and change in financial status (Hodges, 1986).

2. Inform the children about the divorce or separation at an appropriate time according to their developmental level. For young children prior notice of a week to (10) ten days will be beneficial; adolescents will probably need 4 to 6 weeks (Hodges, 1986).

3. Provide an explanation about what led to the divorce in clear terms. Avoid detailed accounts or information that might turn children against a parent (Magid, 1977).

4. (Hodge, 1986) Inform schools about the upcoming changes in family structure. Teachers can offer support and understanding. Other researchers are cautious. There is evidence that teachers do expect maladaptive behaviors from children who are growing up in single parent families.

5. Reassure children that they are not alone, that their parents are available for support (Magid, 1977).

6. Encourage parents to use resources such as books and organizations that can provide information and social support (Bernstein & Schneider, cited in Hodges, 1986).

7. Allow children to be children and not miniature adults. Do not use them in the role of messenger between households or allow children to become their parents counselors (Magid, 1977).

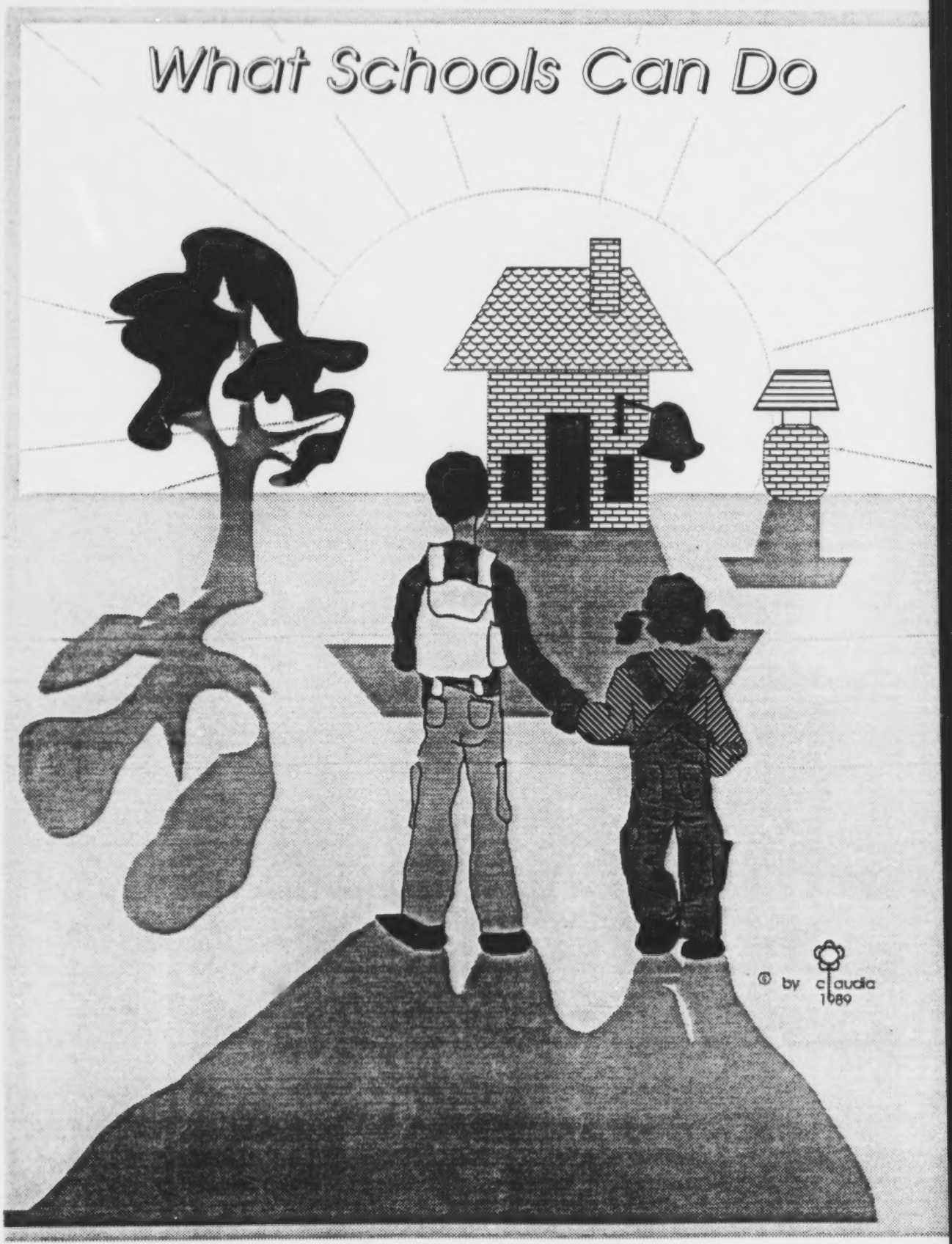
8. As much as possible, keep the children's support system. Do not move unless necessary (Hodges, 1986).

9. Reassure children that they will not be abandoned (Hodges, 1986).

10. Encourage children to talk about feelings and to ask questions relating to the divorce (Jacobson, cited in Hodges, 1986).

11. Since anger is a common response to divorce (Gordon, cited in Hodges, 1986) learn to cope with these feelings and help children talk about hurt, rejection, and fear, and to develop coping skills to deal with anger. Work on a few issues or inappropriate behaviors at a time.

What Schools Can Do



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WHAT SCHOOLS CAN DO
SENDING SCHOOLS AND RECEIVING SCHOOLS

For school-aged children, much of their social and emotional lives revolve around school. Studies indicate that mobile children do not experience significant gaps in their mastery of basic skills. As mentioned earlier, bright academically achieving youngsters from upper socioeconomic backgrounds perform at a higher level academically than their nonmobile peers. On the other hand, students of lower ability who have previously experienced academic difficulties and who come from economically deprived backgrounds achieve at a lower level than their nonmobile peers.

Socially and emotionally, moving creates varying degrees of stress which, in turn, is manifested in adjustment to a new school. Khleif (1978) found that children who transfer to a new school pass through definable stages.

Newcomership

This phase may last from a week to a month and is the most uncomfortable period in the process of a move. Ninety-two percent of sixth grade military dependents who changed schools said that they were "scared" or "sad" when they had to leave their old school. Children worry about the reactions of their new classmates and are concerned that teachers might not like them. Once a child can find even one friend, this discomfort is lessened.

Becoming a Classroom Member

A newcomer to a classroom faces two tasks: adjusting to the teacher's expectations and conforming to informal peer code behavior. For school-aged children, it is more important to be accepted by one's peers than to be liked by the teacher. School is where one's friends can be found.

Schools are in a position to facilitate a smooth transition to a new school in order to enable youngsters to focus their mental energy on age-appropriate social and academic tasks. Schools can assist parents in handling their children's transition creatively and in such a way that the family can profit from the move with minimum stress. Sending and receiving schools can make a difference in the impact of relocation upon children by doing the following:.

Sending Schools

1. Show small gestures of thoughtfulness. Teachers can provide pictures of classmates, write class letters to students who have left, and allow the class to use a classmate's move as a mini-geography lesson.

2. Work with parents to ensure that they have all the information necessary for enrolling their child in a new school.

3. Open the door for communication with the receiving school. Counselors or teachers can insert a small note in a child's record stating that "for more information, _____ can be contacted at the sending schools."

4. Help children to talk about the move. Teachers certainly can help children to express their feelings and anxieties.

5. Allow children who are leaving a school to begin to grieve over losing their friends. Teachers can also allow children who are left behind to begin the grieving process and plan ways that the friendship will continue, albeit in an altered way.

6. Prepare children who are relocating for the possibility that instruction in the new school might be different, but remind children of their capability to handle different instructional styles.

7. Assist the child to day good-bye. Teachers can allow children moments to remember what has happened and to reflect about what is to come.

8. Teachers may send a note to the new school pointing out a child's positive points in addition to an assessment of the students' academic abilities (Nida, Letter to Teachers in Cumberland County and Fort Bragg Schools, 5/15/1989). Children appreciate hearing something nice about themselves.

9. Organize group sessions for students who are leaving. Counselors, psychologists, and teachers can assist children in developing strategies in which they will feel some comfort and control when their lives are changing significantly. For instance, the group can address building skills needed for the making of new friendships.

Receiving Schools

1. Take time to review childrens' records from the previous school and to spend a few minutes a day with the new students during their first month in the new school. Continuity in services is especially important for special needs students. Support staff need to outline an appropriate educational program for students who no longer qualify for services according to guidelines in the receiving schools.

2. Encourage children to help their parents. Children can give excellent emotional support to their parents, listen to them, help out with younger siblings, and perform chores. Students should be assured that if their parents seem angry at times, they are not angry with them but with the hassles of the moving process.

3. Continue contact with parents since it is beneficial to both children and their families. Families under stress tend to isolate themselves. Teachers need to make special efforts to reach these families (Nida, Letter to Cumberland County and Fort Bragg Schools, 5/15/1989).

4. Share a child's progress with the parents; good news will always be greatly appreciated. Parents who do not work outside the home might be interested in volunteering at the school. This would offer them a chance to meet other parents and to feel part of the community.

5. Have newcomers share information with the class about their previous state and school, their interests and hobbies.

6. Facilitate interactions with other students through programs that utilize peer helpers. This can help to reduce the child's sense of being overwhelmed by the sheer size of the school building and the number of students, especially the child who moves from a small community to a larger one.

7. Careful selection of a "buddy" during free periods at school can lessen the sense of alienation. Children are especially vulnerable during these free periods. A popular youngster could help the new child to break the social barriers and to be accepted by the group. On the other hand, choosing as a "buddy" children who themselves are experiencing difficulty with their peers will slow the newcomer's acceptance by classmates.

8. Do not expect new students to make up missed assignments or to complete all present assignments. For the 1st week or 2, it is helpful to let these children finish part of the assigned work. Keep in mind that youngsters who have moved recently are directing a significant amount of their mental energy into dealing with feelings of insecurity, anxiety, and sadness.

9. For the younger child, putting his name on his desk or coat hanger would give him a sense of his own space.

10. Teachers should help to ensure that newcomers are not being bullied or are not finding comfort in peer groups whose behavior is inappropriate. Contributing to newcomers' self-esteem will increase their ability to

stand up to bullies, to assert themselves without being aggressive, to resist joining the wrong peer group, or to avoid being ignored by their classmates. Children who are bullied share characteristics in common. They have few or no friends in school, are anxious, and do not stand up for themselves. Children who are bullied may skip school. A few even commit suicide to escape from an unbearable situation (Roberts, 1988).

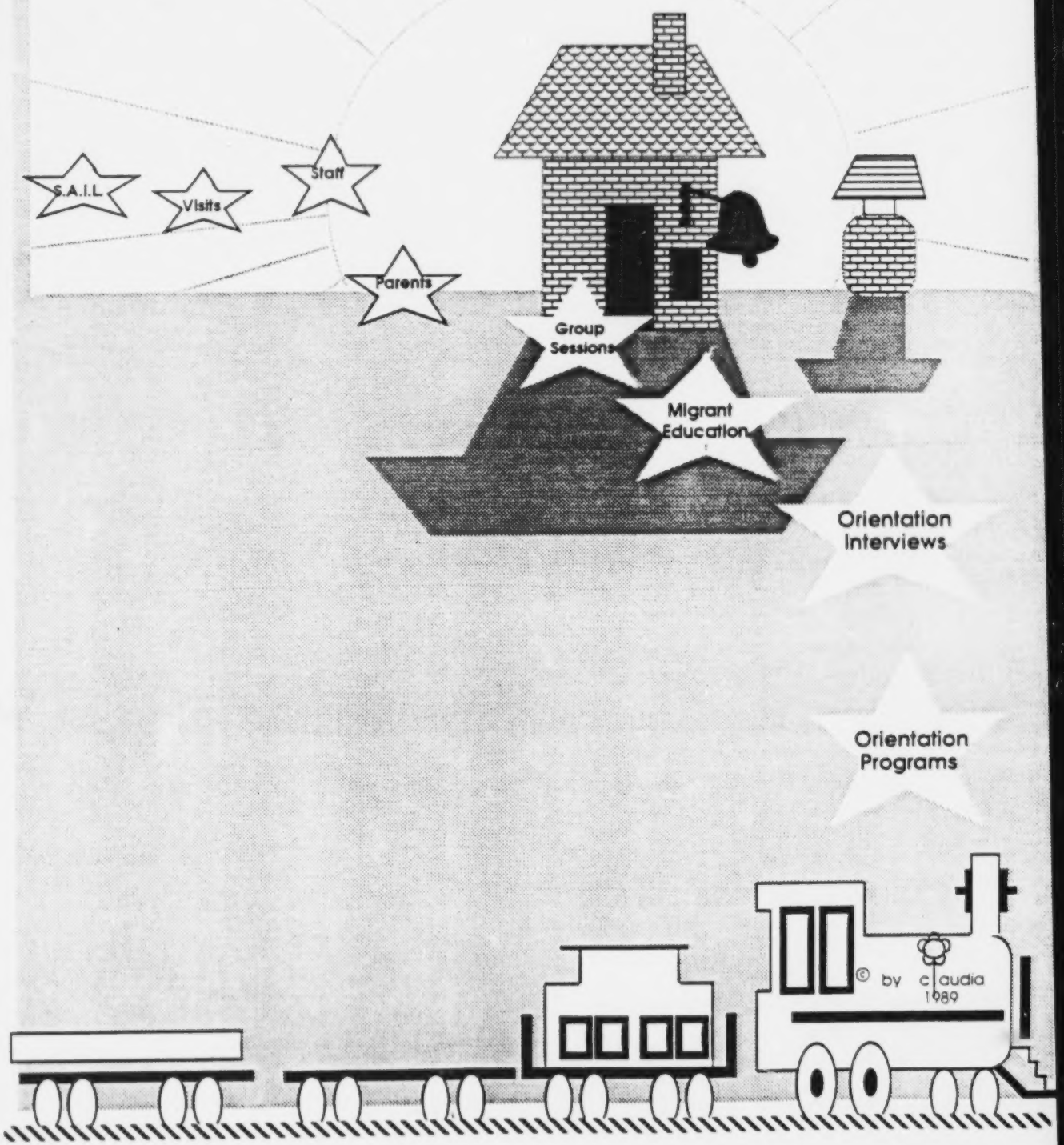
11. Be aware that children may have been taught differently in their previous school. Correct them, but do not tell them that they are wrong (Nida, 5/15/89). Children may not be accustomed to using Sir or Ma'am. Help them recognize in a positive way that styles, expectations, and daily routines vary from school to school. Schools that still practice corporal punishment should be aware that most regions in the United States have discarded that method of discipline. For some youngsters, even the threat that one of their classmates might be spanked would be unsettling.

12. Contribute to the students social acceptance by introducing the newcomers to youngsters who live in their neighborhood. Children will meet new friends and learn a safe route to school from their home.

13. Keep in mind that the process of complete adjustment may require as little as 6 months or as many as 18. Awareness of the time frame, the numerous adjustments that children face, and the stages in a moving process will give teachers tools to help their mobile students.

14. The needs of pre-school children during and after a move should not be overlooked. The egocentric and concrete thinking process of children aged 3 - 5 may lead to misunderstanding and fears. Bern and Prah (cited in Goldsmith & Clark, 1986) suggest the following activities: act out the moving process in play sessions, use toys and talking puppets to express feelings, and tell stories about the move.

Review of Programs Implemented in Schools



REVIEW OF PROGRAMS IMPLEMENTED IN SCHOOLS

Students on the Move
Summer Visitation Program
(Crabbs & Crabbs, 1980)

In Ankeny, Iowa approximately 30 new students enrolled each month. The school system responded by developing a program to assist these students to adjust to their new environment. The program aimed to reduce social and emotional difficulties that new students face and to offer opportunities for students and their families to become acquainted with the school. Students and parents were invited to meet the principal and guidance counselor. Areas of concern could be discussed, and students could tour the school and meet the grade-level teacher before the beginning of school.

The program had several components, the first of which was a visit by the school counselor to new families at their home. The counselor reviewed school policies, answered parents' and students' questions, and encouraged students to discuss their feelings about the recent changes in their lives. If difficulties involving other agencies surfaced, the counselor made a referral to the appropriate agency. The counselor also sought parental permission to share concerns with teachers at the school.

Families were invited to visit the new school and to become familiar with the school. During these visits, efforts were made for new students in the same grade to meet in a group to form teams for emotional support and friendship.

At the same time, a coffee hour was held for parents and the school staff. The staff was available to answer questions and to address concerns. For those parents who had given permission for the guidance counselor to share specific concerns about their children, there was an opportunity to discuss these concerns with those who would address them.

The school had the resources to provide other entertainment. A picnic and swimming party for new families provided opportunities for school administrators and local businessmen to meet new families and for new families to meet each other. Initially supported by a grant, this program was incorporated after 3 years in the school district's regular budget.

Students Assimilated into Learning - Operation SAIL
(Panagos, Holmes, Thurman, Yard, & Spaner, 1981)

Operation SAIL targeted youngsters who transferred from inner city schools with lower academic standards to higher-achieving suburban schools. The program

focused on academic remediation. This structured program from Jennings, Missouri was based upon a learning center modeled after the resource room concept for instruction of learning disabled students. The program also featured extensive staff development, student academic assessment, and parent involvement.

This program required significant financial commitment. At the SAIL Learning Center, children spent one period per day in the remediation of academic deficits. At the end of 12 weeks, progress was evaluated to determine whether a child's continued participation in the program was indicated. The Iowa Test of Basic Skills was administered pre and post-participation for students in grades 2 - 6 in the areas of reading, spelling, and mathematics. The Wide Range Achievement Test was administered to first graders. Significant gains were noted in basic skills confirming the success of the program in academic remediation. The authors did not note significant changes in motivation and behavior.

This program also required commitment from parents and school staff. The SAIL staff maintained close contacts with parents of children in the program. Parents had opportunities to visit the new school and meet the principal, counselor, and SAIL staff. Information about the school and community was provided to parents. Parents of each child in the program had a conference with SAIL staff members regarding their children's assessment results and their progress in the program. In addition, school staff members were required to attend workshops on assessment techniques, remediation, and classroom management.

Entrance Interviews
(Splete and Rasmussen, 1977)

Entrance interviews focused upon gathering information about new students and using this information to assess needs. A plan was then formulated to intervene in meeting these needs. In addition, the interview setting facilitated the development of positive relationships between parents and school personnel which would create an atmosphere in which youngsters might feel free to ask for assistance in times of stress.

Orientation Program
(Havelka, 1978)

A week-long orientation program consisted of the following components:

1. A meeting with the school counselor to assess needs and concerns.

2. The assigning of a student "buddy" to help new students become familiar with the school facilities and to meet peers.

3. The assigning of a student to a temporary classroom to give the school the opportunity to review the new child's specific needs.

4. Presenting a video explaining school policies and procedures to parents and students.

5. Allowing new students time to adjust to class expectations before being required to complete all classroom assignments.

6. A follow-up session between parents, student, and counselor to assess the student's progress and comfort level prior to permanent placement in a classroom.

Parent-Centered Program
(Blair, Marchant, & Medway, 1982)

This program was designed to sensitize parents to the impact of a move upon their children. It consisted of small group discussions, slide presentations, and handouts of a list of books for parents and children. Parents were encouraged to identify their children's feelings about moving by discussing behavioral indicators of stress in children of different ages. Pictures of children from infancy to adolescence were shown, and appropriate behaviors at different ages were outlined. Topics discussed included how to tell children about an upcoming move, how to listen, how to respond to questions, and how parents' feelings toward the move affect their children. Parents were encouraged to assist their children to acquire social skills, and suggestions were offered on how to facilitate the acquisition of those skills.

On the Move - Children in Transition
(Cumberland County Schools, 1987)

This program aimed to reduce stress associated with a move and to help students to focus their energy upon age-appropriate developmental tasks and academic growth; in short, its aim was to assist students to get on with the task of growing up. Cumberland County Schools serve a large number of students who must relocate. Students from Fort Bragg Army Base and Pope Air Force Base, as well as children who change residence frequently due to their socioeconomic status, enroll in large numbers in the schools. About 25% of the students are military dependents (11,000 from a student body of 44,000) and 51% of lunches are free or reduced.

The program includes the following components:

1. Parent education and involvement.

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2. Orientation programs for children entering new schools.
3. Staff development regarding the impact of relocation upon students.

Parents

During registration, parents are told about the program's existence. Parents complete a questionnaire designed to assist the individual school in placing children appropriately (see Appendix B for complete questionnaire). The questionnaire addresses the child's favorite teacher in the past, academic strengths and weakness, favorite academic subjects and hobbies, number of siblings, medical information, and any special services the child might have received at his or her previous school. Parents are also encouraged to share concerns and pertinent information with the school counselor and with teachers. Parents meet informally with the counselor and principal to learn about community resources. PTA volunteers often attend meetings and serve as mentors for new families in the community. Parents are informed about developmental stages and reactions to change. Suggestions are offered about how to ease the transition to the new school. Parents are encouraged to volunteer at school and to become acquainted with the teachers; parents of the entire elementary school body are invited for lunch from time to time.

Children's Orientation

New students who register prior to the opening of school are able to meet school personnel. After the first 2 weeks of school, small group meetings of new students divided by grade are scheduled. Students in these groups receive a folder imprinted with the school name and mascot. The folder may contain a welcome letter from the principal; names of PTA officers, school nurse, secretaries, and cafeteria manager; county and state maps; pencils engraved "Welcome to _____ School"; and fliers about recreational facilities, parks and recreation departments, museums, public transportation, and school policies and procedures. (The Lacy Elementary School in Wake County, North Carolina,for example, used such a folder with new students.)

Entering students are assigned a "buddy" in their classroom to afford opportunities for social interaction and support during unstructured time such as lunch and recess. Entering students are also introduced to other children on their street whenever possible.

A designated staff member, usually the principal or school counselor, reviews previous school records to assure an appropriate classroom placement. If need is indicated, basic skills are assessed by administering informal tests. New students mark their previous residence on a map maintained in the school's office. Younger children also draw a map of the route from their home to school.

Students who relocate after the beginning of the school year are given reduced assignments when necessary and are given a period of time up to 2 weeks to observe classroom rules and procedures before they are expected to conform to the new expectations.

The vulnerability of the child who leaves a school is often overlooked. Youngsters who notify the school of a planned move meet with the school counselor individually or in small groups. Activities to facilitate saying "good-bye" are planned for young children. Students are encouraged to share pictures of their new homes or to assemble a book in which classmates might write notes or give addresses (see Appendix A for All About Me activities).

Staff Development

Information is shared with teachers regarding the impact of a move upon children and their families. Discussions center around interventions to ease children's assimilation into a new school and community. Teachers are also reminded that those who remain behind also experience loss, and they discuss the needs of their students whose friends leave for other cities and other countries. A primary goal is to assist teachers in becoming sensitive to and comfortable with their mobile student populations.

Friends
(Spring Lake Junior High School, Cumberland County Schools, NC, 1984)

Spring Lake Junior High School implemented its **Friends** program in 1984. This peer program is designed to meet the needs of the highly mobile community of Spring Lake whose population is 50% military-connected. The available housing in Spring Lake is 60% rental units. On the average, 20 students each month either leave or enroll at the school; total enrollment is approximately 800 students. The **Friends** program is administered by a full-time coordinator funded through the Community-Based Alternative funds from the North Carolina Department of Human Resources.

Beginning the 3rd week of school, the guidance office supplies a list of newly enrolled students to the **Friends** coordinator. Each new student is assigned a peer who provides support for 2 weeks on a daily basis. Some **Friends** members are scheduled together in a regular class; others gather for periodic group training (see Appendix B for complete forms). All **Friends** meet together monthly. **Friends** members provide classroom tutoring in addition to small group activities with the in-school suspension program to assist those youngsters to develop more appropriate skills. Assessment of the program reflects a significant reduction in discipline violations by new students. In 1981, 75% of new students violated school codes; in 1986, only 13% of new students were involved in discipline violations.

Programs Designed to Help Migrant Children

A mobile educational program designed to offer migrant children in remote areas continued instruction was implemented in Mexico by the government owned national railroad system. This program consists of 14 mobile schools in which railroad cars serve as classrooms and staff living quarters. Classes for Grades 1 through 6 are scheduled according to grade or age. In the winter, older children who are better able to endure cold weather are scheduled in the morning and younger children are scheduled in the afternoon. This arrangement is reversed in the summer. Younger students attend morning sessions when the heat is less oppressive. Teachers are paid according to the state salary scale; textbooks and other school supplies are provided by the government. In addition to academic learning, students participate in extracurricular activities. Bixter-Marquez (1986) studies indicate that the mobile schools are effective in narrowing the educational gap between migrant children and students attending state schools.

A mobile school has been established to serve high school students in an evening program. Most of the school work is completed independently. This program can serve as a model of cooperation among schools, government, businesses, and communities.

King-Stoops (1980) reviewed the federal government legislation to fund and monitor the education of migrant children. Federal intervention was prompted by individual state's difficulties in following youngsters across state lines, by the plight of migrant families, and by the prospect of massive unemployment due to agricultural mechanization which leaves an agricultural work force with limited vocational skills. The Elementary and Secondary Education Act (ESEA), though not directly aimed at migrant children, nonetheless had a significant impact on the funding for library resources, counseling and testing programs, and bilingual education. In 1967, the Migrant Amendment to the ESEA provided funds for instruction and for supportive services in the area of communication, vocational skills, pre-school and kindergarten instruction, medical and dental care, nutritional counseling, and staff development. A national data base of migrant children was established to ensure that important information relevant to a child's education follows migrant children across state lines.

Education of migrant children is administered by individual states and is funded by the federal government. Guidelines must be followed to qualify for funds. For example, self-contained classrooms for migrant children are not funded although schools may offer after-school, weekend, summer, or evening classes. Effective school programs include the following components: medical and dental care, community outreach programs, programs which encourage school attendance, ways of allowing children to achieve some success during the school day, special education programs, and practice with social and vocational skills (King-Stoops, 1980).

On the average, a migrant child attends three schools per year. Some families never enroll their children in school. Schools which serve migrant children set as their first task the identification of those children. Some school systems employ bilingual field representatives who regularly visit farms and related businesses to encourage migrant parents to register their children in school. Once a child is enrolled, a school may request the Migrant Student Record Transfer System - MSRTS - for information on that child. MSRTS is a national computerized system established by the federal government and headquartered in Little Rock, Arkansas. The ability to obtain records enables a school to place students more appropriately and to provide effective instruction. When a child moves on with his family, the school sends the child's updated file back to MSRTS. In this way, schools across the United States now have an opportunity to at least identify and track these children. To ensure a successful education for migrant students, these children need to develop a positive self concept (King-Stoops, 1980).

Programs Designed for Children of Divorce

The following is a review of school based interventions for children of divorce outlined by Hodges (1986). School-based programs are effective in reaching youngsters who otherwise would not seek services provided by mental health professionals. While school counselors and school psychologists provide support for all youngsters, the availability of their services is critical for whose families who are unable to secure help for their children due to financial or time constraints. Hodges stresses that "while tolerance and understanding are desirable, permissiveness is not. Children need firm structure in the school setting with support and understanding when coping becomes difficult" (p. 284). Teachers should be sensitive to the needs of children who will benefit from mental health professionals and initiate the referral process. Schools can share information with parents regarding the impact of divorce and age-related reactions in children of divorce. Schools can provide parents with lists of resources and bibliotherapy.

The following is a review of school programs summarized in Hodges (1986). Sonnenstein - Schneider et al. (cited in Hodges, 1986) recommends that group sessions for early elementary grades be limited to 15-20 minutes with a group size of up to 6 youngsters. Since this age group is characterized by concrete operational thinking, he recommends the following activities and discussions: review of group rules, the issue of confidentiality, drawing separate family pictures for the non-custodial parent, brainstorming of possible solutions, role playing, and use of story books, movies and puppets. Upper elementary grades 4-6 can meet in larger groups of up to 10 children and group meetings can meet for periods of 30-35 minutes (see Appendix B for complete forms).

Cantors' Group
(1977)

Cantor developed a program for group intervention for students in grades 3 - 6. Topics discussed are eavesdropping, being used by a parent, spying, court battles, and having to choose between parents.

The Helping Children of Divorce Group
(Green, 1978)

This program was based on eight sessions - each included an (1) ice breaker, (2) stimulus activity, and (3) a closing time. The group discussed topics such as goals for the group, divorce and feelings, brainstorming problems about divorce and possible solutions, talking about divorce, and understanding changes in the family.

Bowker's Group
(1982)

Bowker's elementary school group was composed of same sex youngsters that produce a filmstrip about divorce and separation. Fifth graders met weekly for a year to discuss issues and feelings related to divorce. Children developed a story accompanied by drawings to their depict feelings. Also magazine collages were used. Students selected background music, wrote a script and taped the story. Classmates were invited to see the film and arrangements were made for parents to view it as well.

Hammond's Workbook
(1981)

Hammond developed a workbook of structured activities for elementary and high school students. The nature of the activities suggest they could be easily adapted to any group setting and would provide opportunities for personal sharing.

The South Carolina Department of Education Groups
(Bradford, at al., 1982)

This program was designed for kindergarten through 12th grade. The workbook included a sample of forms, bibliography, resources, and references.

The Children of Family Change Groups
(Holdahl and Caspersen, 1977)

This program was developed for 8 to 12 year-old students. The group met an hour a day for 5 consecutive days. Education rather than counseling was the focus of the program. The sessions focused on being aware of different kinds of families; understanding family change; and learning how to cope with change, how to deal with family conflict, identifying mixed feelings; how to discuss ambivalent emotions, and how to cope with new family structures.

Stolberg and Cullen's Groups
(1983)

This program involved group intervention for 8 to 13 year-old students who met over a 12 week period for an hour on a weekly basis. Students were taught new ways of handling divorce-related issues. Each session was divided into two half segments, discussing a topic and teaching new behavioral skills.

Summary

SUMMARY

Geographic relocation of one in five families in the United States alerts educators and parents alike to the importance of helping affected children adjust to their new environment. That schools can meet the needs of these children has been demonstrated in the structured programs developed in some schools to ease the impact of change on transitioning students. Programs responding to the needs of mobile students before, during, and after relocation demonstrated a significant reduction in referrals for discipline problems and for special education programs. These reductions serve to improve the atmosphere of a school as well as reduce its budget.

Studies also indicate that the attitudes of teachers and administrators toward mobile children affect their assimilation into new schools. Youngsters who are assisted and supported as they make transitions are less likely to become involved with drugs, have poor attendance records, or drop out of school. Students who move into schools with support strategies in place should emerge with stronger coping skills.

Children who move about are at risk socially and emotionally. Any move, even one anticipated eagerly by a family, means loss - loss of extended family, friends, neighbors, sense of community and rootedness. Feelings and behaviors accompanying relocation are similar to those associated with other significant life losses - disbelief, anger, and sadness, to name three. These feelings may be manifested in behaviors such as restlessness, aggression, nervous tics, regression, withdrawal, and depression.

Mobile children may also face changing academic challenges as a result of their relocation. Studies suggest that schools sensitive to the unique social, emotional, and academic demands the children are experiencing can help the child and their family.

The impact of a move upon children will relate directly to several factors: their previous academic, social, and emotional development; their inner resources, resiliency, social skills, and assertiveness; the degree of past resolution of disequilibrium in their lives; the strength of the family, the quality of the child-parent relationship; and the stability of the parents' marriage; and the reason for the particular move involved. The children's intellectual abilities, their socioeconomic status, and the frequency of moves in the past are also significant factors. Bright, middle- or upper-middle class children who have moved a moderate number of times and have a history of strong academic performance emerge from the disruptions of a move as stronger and more capable in crisis, with an enhanced global outlook and higher level thinking skills. However even these strong youngsters may be less capable and may have to contend with a narrower social support network than their nonmobile peers. On the other hand, children who

come from economically deprived homes, who have had a history of academic difficulties, who lack basic academic skills, who master fewer coping skills, and who come from disorganized families are at risk following a move and emerge with diminished adaptive skills.

Parents and educators must recognize that relocation is a powerful event in a child's life. One in which the parent and school can have a significant positive impact. Specific strategies for sending and receiving schools have been developed, field tested, and found successful. Successful strategies for parents have also emerged in the literature.

Mobility projections remain at approximately 20%. The special needs of these mobile children demands schools and parents accept the responsibility for addressing the needs.

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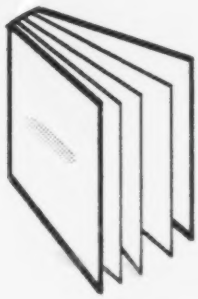

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All About Me

Activities

59

THIS BOOK IS WHERE YOU CAN WRITE ALL YOUR SPECIAL FEELINGS ABOUT MOVING!

MY MOVING DIARY

DEAR KITTY,

MY NAME IS: _____

MY AGE IS: _____

MY GRADE IS: _____

I AM MOVING FROM: _____

I AM MOVING TO: _____

MY NEW TELEPHONE NUMBER IS: _____

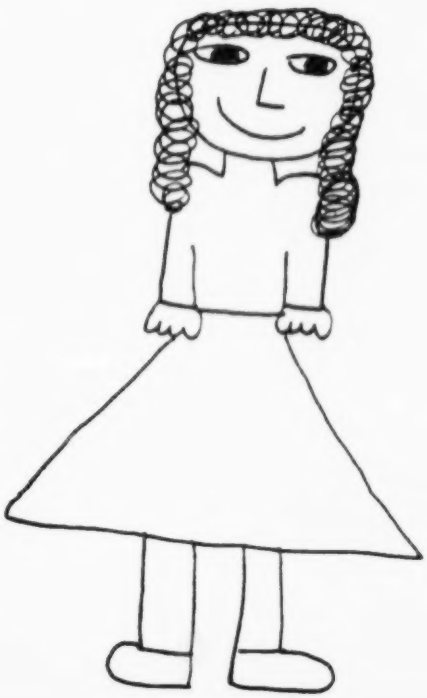
MY NEW ADRESS IS: _____

THE COLOR OF MY NEW HOUSE IS: _____

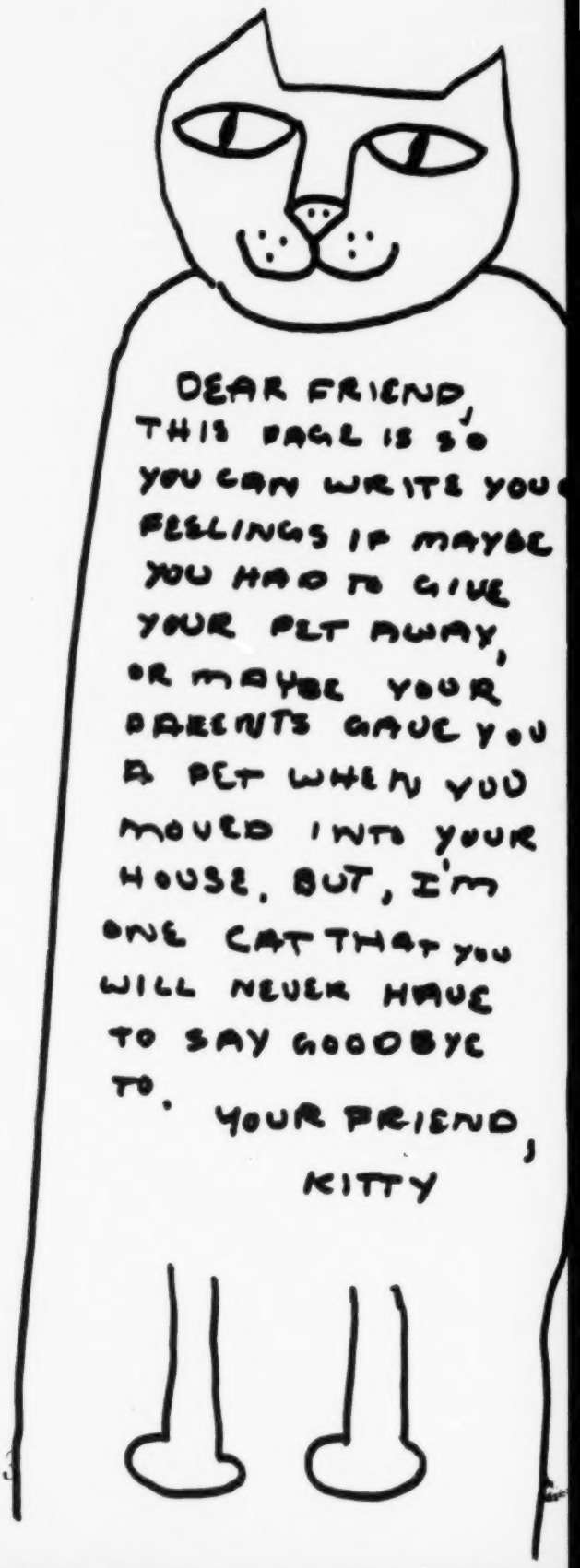
YOUR FRIEND,

_____

(YOUR NAME)



PETS

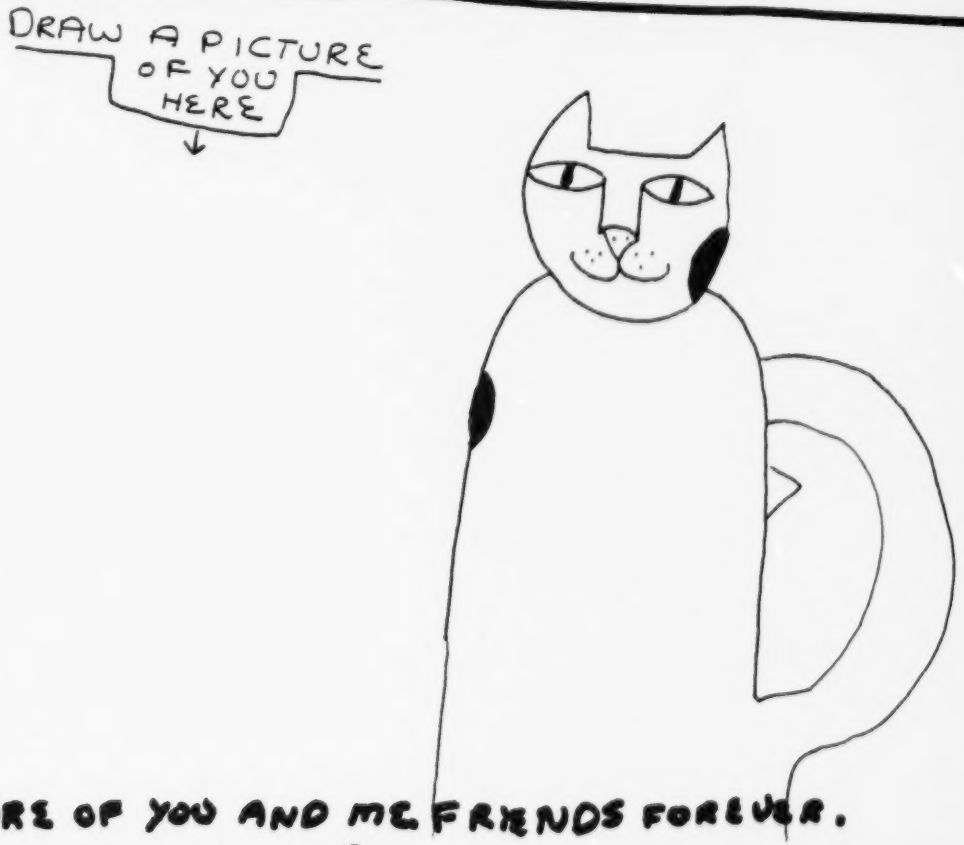

DEAR FRIEND,
THIS PAGE IS SO
YOU CAN WRITE YOU
FEELINGS IF MAYBE
YOU HAD TO GIVE
YOUR PET AWAY,
OR MAYBE YOUR
PARENTS GAVE YOU
A PET WHEN YOU
MOVED INTO YOUR
HOUSE. BUT, I'M
ONE CAT THAT YOU
WILL NEVER HAVE
TO SAY GOODBYE
TO.
YOUR FRIEND,
KITTY

DEAR FRIEND,

THIS BOOK IS YOUR BOOK. NOBODY WILL KNOW THE SECRETS YOU PUT IN THIS BOOK. IT IS BETWEEN YOU AND ME. I PROMISE THAT I WONT TELL ANYBODY ANYTHING. YOU CAN WRITE WHEN YOU ARE SAD, HAPPY, OR IF YOU JUST WANT TO SAY THAT EVERYTHING IS FINE. I WILL BE YOUR FRIEND FOR LIFE.

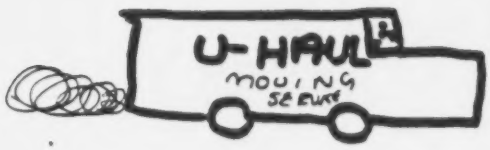
YOUR FRIEND,

KITTY



PICTURE OF YOU AND ME. FRIENDS FOREVER.

I'm EXCITED ABOUT MOUING, BUT I'm GOING TO MISS MY FRIENDS!



LISA IS MEAN!

I HATE GERMANY!

I'm GLAD WE MOUED!

I'm LONELY.

MY MOM SAYS I HAUE TO LEAUE SCRUFFY (MY DOG) BEHIND. I'm GOING TO MISS HIM!

TOMOROW IS THE BIG DAY THAT WE MOUE TO N.C.

I MADE ALOT OF NEW FRIENDS!

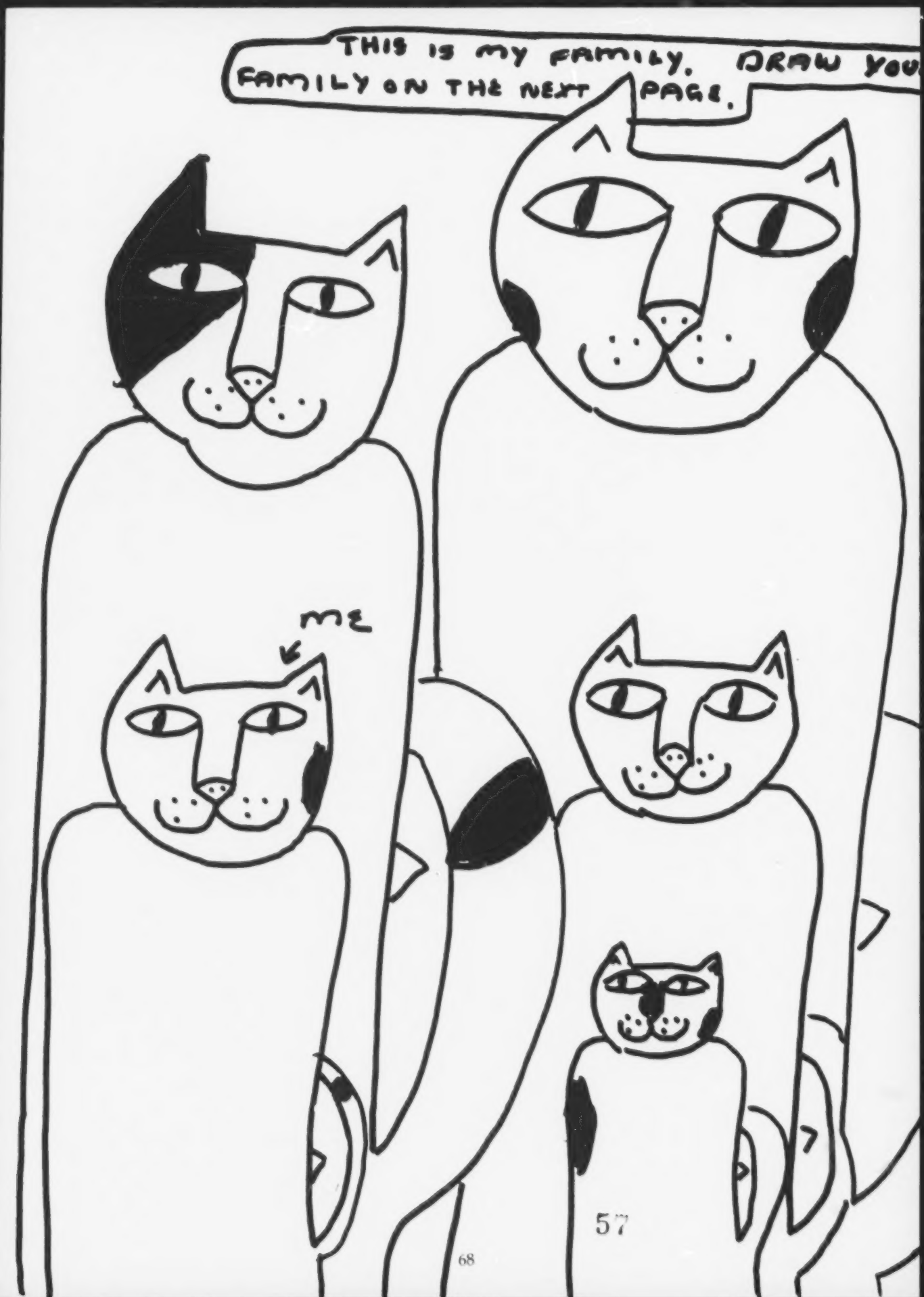
I MISS MY FRIENDS!

DEAR FRIEND,

THIS IS YOUR BOOK. NOBODY WILL KNOW THE SECRETS YOU PUT IN THIS BOOK. IT IS BETWEEN YOU AND ME. I PROMISE THAT I WONT TELL ANYBODY ANYTHING. YOU CAN WRITE WHEN YOU ARE SAD, HAPPY, OR IF YOU JUST WANT TO SAY THAT EVERYTHING IS FINE. I WILL BE YOUR FRIEND FOR LIFE.

YOUR FRIEND,

KITTY


THIS IS MY FAMILY. DRAW YOU
FAMILY ON THE NEXT PAGE.
ME

YOUR FAMILY:

THE NIGHT BEFORE YOUR FIRST DAY AT SCHOOL.

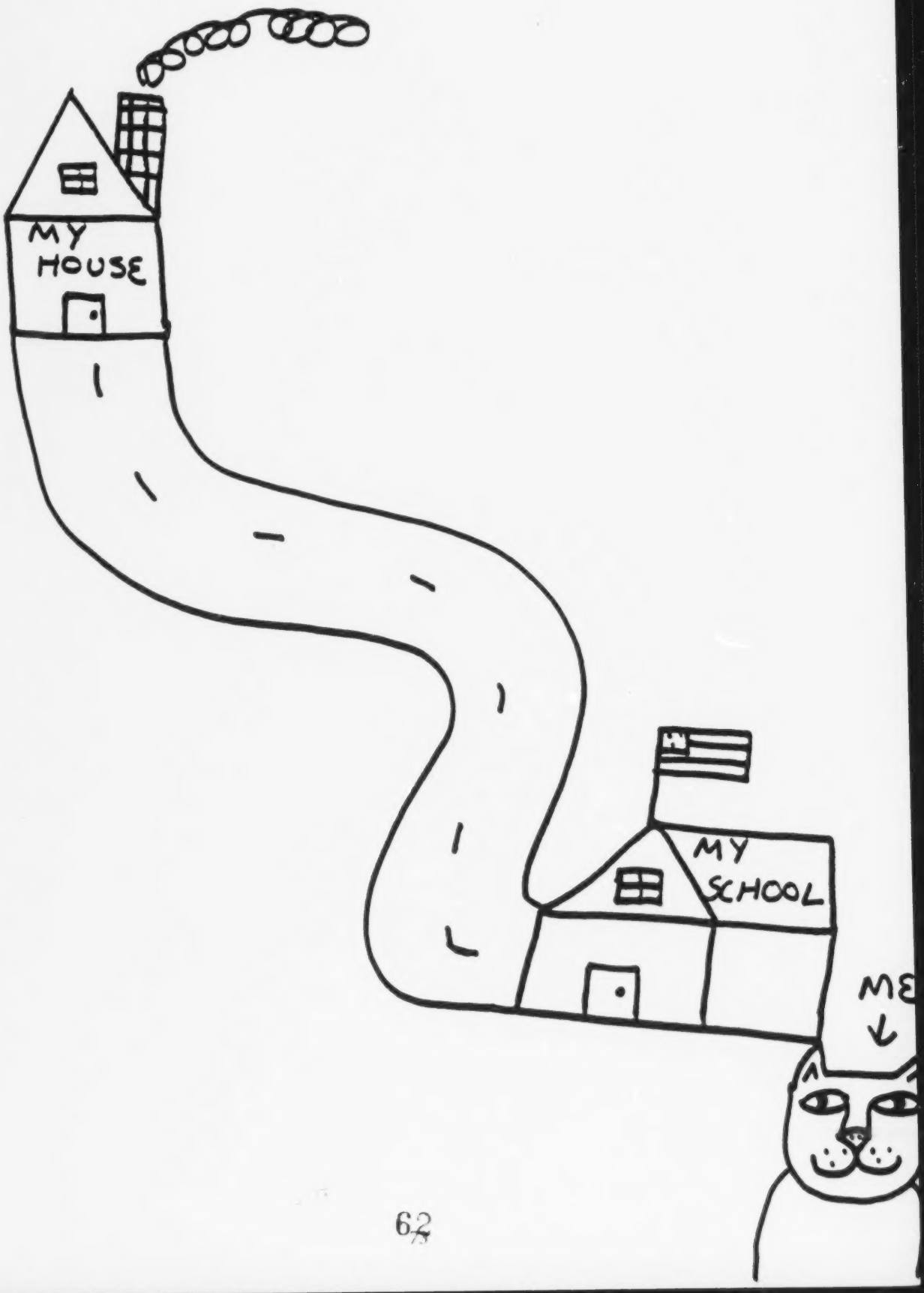
ON THIS PAGE JUST WRITE HOW YOU FEEL ON THE NIGHT BEFORE SCHOOL.

THE FIRST DAY OF SCHOOL

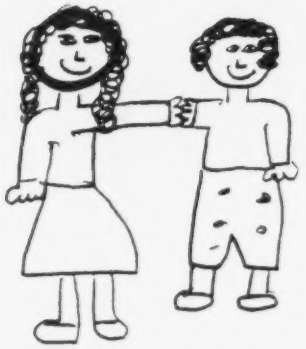
DEAR FRIEND,
ON THIS PAGE JUST WRITE HOW THE FIRST OF SCHOOL WAS.
YOUR FRIEND,
KITTY

DRAW A PICTURE OF YOUR SCHOOL

HERE IS A MAP FROM MY HOUSE TO MY SCHOOL.

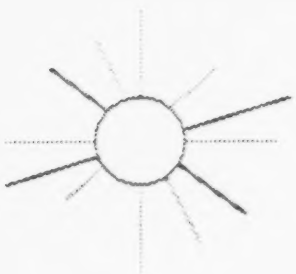


MY NEW FRIENDS



DEAR FRIEND,
ON THIS PAGE
JUST WRITE NICE
THINGS ABOUT
YOUR NEW FRIENDS
AND, IF YOU DON'T
HAVE ANY YET,
DON'T WORRY YOU
WILL GET SOME
AND DON'T FORGET
YOU ALREADY
HAVE ONE, ME.
KITTY

Resources



RESOURCES

Sample Forms

Resource for Cumberland County Programs

On the Move

Children in Transition

Eleanor Monaco Kelly

Long Hill School
6456 Ramsey Street
Fayetteville, NC 28311
Telephone: (919) 488-0012

FRIENDS

Susan Richardson Price
Anne Chesnutt
2121 Skibo Road
Fayetteville, NC 28314
Telephone: (919) 867-9147

Dear Parents:

WELCOME to _____ Elementary School.

Our staff sincerely hopes that your child's experience at _____ will be positive and a time of physical, social, and emotional growth. Changes are part of life. Moving can be both exciting and stressful. In addition to the need to adjust to a new home, community and friends, the school age child must confrom to unfamiliar academic, social and behavioral demands. We would like you to be aware of the new tasks that your child is facing. The guidance counselor and teachers will facilitate a smooth transition to our school and community. We want your child to remember these years at _____ as a time of learning, growing and making new friends.

Please visit us. Parents are always welcome at school. We want your family to be a part of the challenging task of educating the children of this community.

If you have any questions or concerns, please do not hesitate to call _____ School Counselor.

Sincerely,

Principal

PARENT INTERVIEW

1. How would you describe your child's previous favorite teacher?

2. What are his/her academic strengths?

3. What are his/her academic weaknesses?

4. What are his/her favorite academic subjects?

5. What are his/her hobbies or interests?

6. Did your child receive any services in school such as: Speech, Chapter I Math, Chapter I Reading or special Education? Please specify.

7. Are there any medical conditions that school personnel should be aware of?

8. Is there any information or concern you would like to share with your child's teacher?

9. Do you have any other children in the school?

Dear Parent,

Congratulations! Your child has been selected as a FRIEND from his/her classroom for the 1990-91 school year. The FRIENDS program is new to our school this year and we are very excited about it. It was implemented out of a perceived need to better assist those students new to our area and school. Our FRIENDS were carefully chosen by their teachers based upon the following attributes: good citizenship, good communication skills, high values and motivation, and a genuine concern for others. They are already busy in helping our new students in their adjustment process and are off to a great start.

We are very proud of these special children who are willing to devote their time and energy in making others feel more comfortable in their new surroundings.

With warm regards,

School Counselor

PARENT PERMISSION FORM

Dear Parent,

We have a Peer Orientation Program at Spring Lake Junior High School. This program trains a selected group of students to be rientation guides and to help new students make a better adjustment to our school. The orientation guides will be trained in communication skills, community resources and helping/listening skills. They will be assigned to new students coming to Spring Lake Jr. High to show them around, introduce them to other students, and answer any questions they may have about our school and community.

The training consists of approximately 6 hours of training and will be staggered to be sure that the students do not miss any one class more than once during the training period. All students are responsible for missed class assignments. When training is completed, the students will then be utilized as peer orientation guides for new enrolling students. The time they spend with these students will be unstructured school time and will not involve missing regular classes.

Your son/daughter has been chosen by the administrators, faculty and guidane for his/her maturity and willingness to help others. I feel this is a honor and would like to have _____ participate in the FRIENDS Program.

If you need an additional information or have questions regarding this program, please contact the coordinator, _____ during the hours of _____.

I DO _____, do not _____, consent for my child to participate as a Peer Orientation Guide in the FRIENDS Program.

_____

Parent's Signature

FRIEND PROGRAM RESOURCE LIST

FILMS

Person to Person: Learning to Communicate Sunburst, 1984, 44 minutes
FRIENDS: How, They Help. . . How They Hurt Sunburst, 1985, 21 minutes
Self-Concept: How I Know Who I Am Sunburst, 1982, 33 minutes
The Group and You: Handling the Pressures Sunburst, 1984, 21 minutes
As Other See You: Creating A Reputation Sunburst, 1981
Me Power: Building Self-Confidence Pleasantvill, 1983, 30 minutes

BOOKS

NCPHA Quarterly
Peer Helping: A Practical Guide by Robert D. Myrick and Don L. Sorenson
Energizers and Icebreakers by Elizabeth Foster
Tutoring: Learning by Helping by Elizabeth Foster
Children Helping Children: Teaching Students to Become Friendly Helpers (Leader's manual) by Robert D. Myrick and Robert P. Bowman
Becoming a Friendly Helper: A Handbook for the Student Facilitator (Student's manual by Robert D. Myrick and Robert P. Bowman
Youth Helping Youth: A Handbook for Training Peer Facilitators (Leader's manual) by Robert D. Myrick and Tom Erney
Caring and Sharing: Becoming a Peer Facilitator (Student's manual) by Robert D. Myrick and Tom Erney
Real Friends: Becoming the Friend You'd Like to Have by Barbara Varenhorst
Curriculum Guide for Student Peer Counsling Training by Barbara Varenhorst Consulting Psychologist, Director, Palo Alto Peer Counseling Program, 25 Churchill Avenue, Palo Alto, California 94306 Cost: $10.00
New Games and More New Games by Andrew Fluegelman
Peer Counseling by Don and Mimi Samuels
Peer Counseling: An In-Depth Look At Training Peer Helpers by Judity A. Tindall and H. Dean Gray
Peer Power: Becoming An Effective Peer Helper (Book 1, Introductory Program) by Judity A. Tindall and H. Dean Gray
Peer Power: Becoming An Effective Peer Helper (Book 2, Advanced Program) by Judity A. Tindall

TO BE COMPLETED BY THE FRIENDS MEMBER

Name _____

1. Approximately how many individual students did you work with in the counseling/helping manner?

2. What issues seemed to come up most often in your dealings with people?

   Attendance _____
   School _____
   Homework/Tutoring _____
   Parents _____
   Boy/Girlfriends _____
   Pregnancy _____
   Self-concept _____
   Other _____

3. How many people were referred to you by:

   Counselors _____
   Teachers _____
   Self _____
   Other _____

4. Which activities or experiences provided the most personal growth for you?

5. How do you think your involvement in the program changed your year, your sense of self, your life/future?

6. How has your concept of others changed (if at all) as a result of your involvement in the program?

7. What skills did you gain in FRIENDS training that will benefit/help you in the future? In what ways?

TO: All Faculty
FROM: FRIENDS Coordinator

FACULTY SURVEY-MID-YEAR

Your opinions are important to us. The FRIENDS Program is growing and we need your continued input and support. Please answer the following questions and return to GUIDANCE by February 5th.

1. Do you feel the FRIENDS Program is meeting the needs of the new students who are enrolling at SLJH? ❑ Yes ❑ No. If No, please suggest areas of improvement _____
_____

2. Do you feel that the FRIENDS members are pulled from your class excessively? ❑ Yes ❑ No. If Yes, please give class and period and brief explanation of your perception of the problem _____
_____

3. Do you feel that the program is understood by the general school population? ❑ Yes ❑ No. If No, what do you see as the problem?_____
_____

4. Do you feel that the groups FRIENDS sponsor for the IDEAL class have a positive influence on the behavior of students in IDEAL? ❑ Yes ❑ No

5. do you feel that FRIENDS Program has a positive reputation? ❑ Yes ❑ No

6. Do you feel that FRIENDS members who are paired with students having classroom problems benefit from tutoring? ❑ Yes ❑ No

7. Do you feel that this program has made a psoitive contribution to SLJH? ❑ Yes ❑ No

8. Do you think the FRIENDS Program needs to improve? ❑ Yes ❑ No
If Yes, please suggest areas in which we can improve the program and how?_
_____

9. What area(s) do you feel the FRIENDS Program contributes to SLJH the most?
_____

10. Please make any additional comments or concerns for the FRIENDS Program.
_____

_____
Teachers Signature (optional)

PEER ORIENTATION GUIDE CONTRACT

A Peer Orientation Guide is responsible for:

1. Returning signed Parental Permission Forms.

2. Making up any missed class assignments.

3. Maintaining an overall grae average of C with no E's.

4. Following ALL school regulations.

5. Attending all training sessions and clearing ahead of time if absence is necessary.

6. Meeting with your assigned stuent at least ONCE a day for a minimum of TWO (2) weeks.

7. Making your assigned student fell welcomed at Spring Lake Junior High by shwoing them around, answering questions and introducing them to other students.

8. Treating your assigned student with respect; this includes keeping personal information about that student confidential. If you have any questions regarding confidential information and how it should be handled, contact your conselor.

9. Meeting with your conselor and assigned student at the end of the two week orientation perios for a program evaluation.

10. Doing your best to represent Spring Lake Junior High by maintaining a positive attitude and setting a positive example in the classroom.

I have read and I understand what is expected of me as a Peer Orientation Guide and a member of the FRIENDS Program.

By signing this contract, I accept these guidelines as my responsibilities.

_____

Student's Signature

_____

Witness

TO: All Staff Members
FROM: FRIENDS Coordinator
RE: Friends For A Day

On THURSDAY, FEBRUARY 22nd, FREINDS will sponsor a FRIENDS FOR A DAY. Students who are members of the FRIENDS Program will be assigned to a teacher as requested for the day to help in any way they can. If given notice, students can be prepared to run a group activity. IF YOU ARE INTERESTED IN HAVING A FRIENDS MEMBER ASSIGNED TO YOU FOR FEBRUARY 22nd, PLEASE FILL OUT THE FORM BELOW AND RETURN TO FRIENDS COORDINATOR BY FEBRUARY 9th.

YES, I AM INTERESTED IN BEING ASSIGNED A FRIENDS FOR A DAY!

I particularly would like _____
must be a FRIENDS member

_____ PLEASE CHOOSE FOR ME.

_____ No, I do not need a helper/FRIENDS FOR A DAY.

_____
TEACHER'S NAME-PLEASE PRINT

Please return to _____ no later than _____

TO: All Faculty
FROM: FRIENDS Coordinator

FACULTY SURVEY-MID-YEAR

Your opinions are important to us. The FRIENDS Program is growing and we need your continued input and support. Please answer the following questions and return to GUIDANCE by February 5th.

1. Do you feel the FRIENDS Program is meeting the needs of the new students who are enrolling at SLJH? ❑ Yes ❑ No. If No, please suggest areas of improvement _____
_____

2. Do you feel that the FRIENDS members are pulled from your class excessively? ❑ Yes ❑ No. If Yes, please give class and period and brief explanation of your perception of the problem _____
_____

3. Do you feel that the program is understood by the general school population? ❑ Yes ❑ No. If No, what do you see as the problem? _____
_____

4. Do you feel that the groups FRIENDS sponsor for the IDEAL class have a positive influence on the behavior of students in IDEAL? ❑ Yes ❑ No

5. do you feel that FRIENDS Program has a positive reputation? ❑ Yes ❑ No

6. Do you feel that FRIENDS members who are paired with students having classroom problems benefit from tutoring? ❑ Yes ❑ No

7. Do you feel that this program has made a psoitive contribution to SLJH? ❑ Yes ❑ No

8. Do you think the FRIENDS Program needs to improve? ❑ Yes ❑ No
If Yes, please suggest areas in which we can improve the program and how? _
_____

9. What area(s) do you feel the FRIENDS Program contributes to SLJH the most?
_____

10. Please make any additional comments or concerns for the FRIENDS Program.
_____

_____
Teachers Signature (optional)

PLEASE COMPLETE AND RETURN TO _____ BY _____

TO: Certain Teachers
FROM: FRIENDS Coordinator
DATE:

Please make the following evaluation _____. Due to _____, I am reconsidering his/her involvement in the FRIENDS PROGRAM. Your input as his/her classroom behavior and general behavior is greatly needed.

THANK YOU!!

TEACHER:_____

CLASS/SUBJECT:_____

Please circle the appropriate number. On a scale of 1 to 5, please rate the performance of the student in the following areas that are listed below. (Scale of 1 to 5: 1 being the worst behavior and 5 being the best behavior)

1.	Attends class regularly	1 2 3 4 5
2.	Is on time to class	1 2 3 4 5
3.	Remains in seat and keeps on task	1 2 3 4 5
4.	All assignments are completed and on time	1 2 3 4 5
5.	Participates in class	1 2 3 4 5
6.	Shows positive behavior toward classmates and teacher	1 2 3 4 5

I recommend_____ to continue in the FRIENDS PROGRAM. YES NO COMMENTS: Please make any comments that may help me in making objective decisions.

PLEASE COMPLETE AND RETURN TO _____ BY_____

TO: Certain Teachers
FROM: Susan Richardson, Friends Coordinator
DATE:

Please make the following evaluation _____. Due to _____, I am reconsidering his/her involvement in the FRIENDS PROGRAM. Your input as his/her classroom behavior and general behavior is greatly needed.

THANK YOU!!

TEACHER:_____

CLASS/SUBJECT:_____

Please circle the appropriate number. On a scale of 1 to 5, please rate the performance of the student in the following areas that are listed below. (Scale of 1 to 5: 1 being the worst behavior and 5 being the best behavior)

1.	Attends class regularly	1 2 3 4 5
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3.	Remains in seat and keeps on task	1 2 3 4 5
4.	All assignments are completed and on time	1 2 3 4 5
5.	Participates in class	1 2 3 4 5
6.	Shows positive behavior toward classmates and teacher	1 2 3 4 5

I recommend_____ to continue in the FRIENDS PROGRAM. YES NO COMMENTS: Please make any comments that may help me in making objective decisions.

Questions for Potential FRINEDS

1. Do you listen well? Name one thing you do to show you are listening to a friend?
2. Do you get along well with others?
3. Why do you want to be in FRIENDS nex year?
4. What do you feel you can contribute to the FRIENDS Program?
5. What qualities do you look for in a friend?
6. Have you ever been in a fight?
7. Have you ever been suspended? Why?
8. Have you ever been in in-school suspension? Why?
9. Do you have a C average? Any D's or E's?

Questions for Potential FRINEDS

1. Do you listen well? Name one thing you do to show you are listening to a friend?
2. Do you get along well with others?
3. Why do you want to be in FRIENDS nex year?
4. What do you feel you can contribute to the FRIENDS Program?
5. What qualities do you look for in a friend?
6. Have you ever been in a fight?
7. Have you ever been suspended? Why?
8. Have you ever been in in-school suspension? Why?
9. Do you have a C average? Any D's or E's?

Dear

We are in the process of organizing group counseling sessions on the topic of divorce/separation and its effects on children, beginning _____.

Children whose parents are divorced or in the process of separation do not necessarily need counsling. However, research shows that many suffer some emotional stress, change their behavior, and neglect their school work because of their feelings or fears about this change in their lives.

The purpose of group counseling is not to have children disclose personal family matters. Rather, its purpose is to help children to:

1. Understand their own feelings and realize that other schoolmates have simliar experiences and feelings;

2. Learn skills to express their feelings in constructive ways and to cope positively with the changes in their lives;

3. Appreciate the positive aspects of these changes.

This group will meet for _____ sessions of _____ minutes each. The program will not interfere with your child's academic schedule, since each student will be released by the teacher for that period. These sessions generally benefit participants socially, emotionally, and adcademically.

If you agree to your child's being included in these group counseling sessions, please sign the attached form and send it to me at the school before _____. If you have any questions, I wll be happy to answer them if you call me at _____. We can talk then or make an appointment for a private conference if you prefer to come in person.

Sincerely,

Guidance Counselor

I agree that _____ may participate in group counseling sessions dealing with divorce/separation.

_____ _____

Date Signature of Parent or Guardian

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CONTRACT AGREEMENT

I, _____, agree to be an active participant in group counseling sessions that will meet for _____ weeks at the _____ period on _____.

I promise to attend all meetings, except in an emergency, and to follow the rules decided on by the group.

_____ _____
Signature of Group Particiapnt Date

_____ _____
Signature of Group Leader Date

_____ _____
Signature of Parent Date

_____ _____
Signature of Teacher Date

_____ _____
Signature of Principal Date

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PROGRAM EVALUATION

1. Did you enjoy being a member of the group? ❑ Yes ❑ No
2. Did everyone in the group get the opportunity to talk if they so desired?
   ❑ Yes ❑ No
3. Which activity did you enjoy most? _____
   Why? _____
4. Which activity did you enjoy least? _____
   Why? _____
5. Do you feel the group helped you in any way? ❑ Yes ❑ No
   If yes, how? _____
   _____
   If no, why not? _____
   _____
6. Would you encourage other students to take part in a group of this nature?
   ❑ Yes ❑ No
   If yes, why? _____
   _____
   If no, why not? _____
   _____

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Bates, Betty. *Bugs in Your Ears.* New York: Holiday House. This story portrays an eighth grader whose divorced mother marries again. In first-person narrative, it reveals the girl's feelings toward her new stepfather and his three children. Her reaction to the jarring truth about her own father helps make her appreciate her step-family.

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Hazen, Barbara Shook. *Two Homes to Live in.* New York: Human Sciences Press, 1978. This preschool and primary grade picture book gently handles the facts and feelings of the divorce process from a preschooler's viewpoint.

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Helmering, Doris Wild. *I Have Two Families.* Nashville: Abington Press, 1981. Patty describes her feelings about her paents' divorce and the living arrangements they decide upon. Ages 6-9.

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after her parents' divorce and concentrates on the psoitive aspects of two happy homes.

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Roy, Ron. *Breakfast with My Father.* Clarison Books/Houghton Mifflin, 1980. Grades K-3. A young boy's parents are separating. His father moves out and he is afraid he will never see his father gain. But everything turns out different than what he had expected.

Sobol, Harriet Langsam. *My Other-Mother, My Other-Father.* New York: MacMillan. This photo essay is narrated by a young girl who describes the pros and cons of having two sets of parents and four sets of grandparents. Appropriate for children ages 8-12.

Thomas, Inathe. *Eliza's Daddy.* New York: Harcourt, 1976. This story, for children ages 6-10, depicts a young black girl's visits to her father and her attempts to meet his new wife, stepdaughter and baby.

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